DOCUMENT RESUME

ED 090 986 88 IR 000 597

TITLE	Field Manual for Administration of the Individualized Instruction Scale. February 1974 Revision.
INSTITUTION	Project Individualized Instruction, Patchogue, N.Y.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	Feb 74
NOTE	9p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Educational Programs; Elementary Grades; *Individual Instruction; *Individualized Instruction; *Individualized Programs; Manuals; *Program Evaluation; Secondary Grades
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; *Project Individualized Instruction

ABSTRACT

A scale is provided for assessing the degree to which a particular program is individualized, accompanied by instructions for administering the instrument and scoring the results. The scale consists of 70 items divided into three major sections: observation of students, student interviews, and a teacher self-inventory. Taken together, the items reflect the extent to which instructional practices have been adapted to the needs of individual learners by providing: (1) a diversity of goals and objectives, (2) a range of alternative methods for reaching objectives, and (3) monitoring procedures which provide information about the individual's current status and his progress toward goals. Each item is scored on a scale 1 - 7 and a total program score is derived by summing the individual item scores and converting the total raw score to a percentage of the maximum possible score. (PB)

ED 090986

PROJECT INDIVIDUALIZED INSTRUCTION

INDIVIDUALIZED INSTRUCTION SCALE and FIELD MANUAL

February 1974 Revision

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PREPARED BY PROJECT INDIVIDUALIZED INSTRUCTION
AN ESEA TITLE III PROJECT
SPONSORED BY THE FOUR LONG ISLAND BOCES

201 SUNRISE HIGHWAY, PATCHOGUE, NEW YORK 11772 (516) 654 - 0555

Copyright (C) 1974 Project Individualized Instruction

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Project Individualized Instruction
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

IR 000 597

284 2-74

FIELD MANUAL FOR ADMINISTRATION OF THE INDIVIDUALIZED INSTRUCTION SCALE

February, 1974 Revision

This Scale is designed to assess the degree to which a particular program is individualized. The Scale yields a score which reflects the extent of agreement with the Project's formal definition of individualized instruction. The Project, an ESEA Title III activity, formulated this definition based upon a consensus of Long Island educators who participated in task force activities during 1972-73.

Your total program score as computed is a percentage. A program score of 63 means that the program received 63% of the total points possible on the scale.

This percentage places the program on a theoretical continuum from non-individualized (0%) to completely individualized (100%). When the scale is applied repeatedly over a period of time, it indicates the relative rate at which the program is moving towards increased individualization.

The scale may also be viewed as a diagnostic tool. It is recommended that the teacher or program administrator pay particular attention to items which received middle or low ratings. Changes in program characteristics measured by these items would be helpful in improving the overall degree of individualization.

Definition of Individualized Instruction

Individualized Instruction is the process of adapting instructional practices to the requirements of each learner. This has the effect of providing an environment in which:

1. Each learner has some personalized objectives which he may help define,
2. Learning experiences are adjusted to the unique needs, interests and capabilities of the learner,
3. The learner's rate of progress is adjusted with consideration of his level of development,
4. The learner's advancement is evaluated in light of defined objectives.

This form of instruction requires that three principle conditions are met. First, it is necessary to have a diverse array of goals and objectives. Since each learner has his individual needs, uniform goals and objectives may not apply equally well to every student.

Secondly, a monitoring procedure to provide information about current status is necessary to permit decision making with a high level of confidence.

Thirdly, for any given learner, there must be many alternative methods to reach each objective. Some methods by their very nature must be rejected as unsuitable for the situation, learner, or both; whereas others are more appropriate. Inasmuch as it is never possible to determine directly which specific strategy will be suited to the requirements of each learner, many alternative strategies must be available to achieve each objective, together with some procedure of obtaining information regarding learner performance.

HOW TO ADMINISTER

General Instructions

1. Indicate the information called for on the front cover of the Scale.

2. Before administering the Scale, it is recommended that time be taken to review each item in all three sections of the Scale and how it is scored. This will enable the user to spend his time more profitably during the actual evaluation process.

3. You will have noticed that to the left of each item is a row of numbers: 1 2 3 4 5 6 7. Your evaluation of each item is to be the appropriately circled number as described in the next step of the general instructions.

4. Respond to each item to the extent it reflects the program you are evaluating. Each item is to be scored on a continuum from 1 to 7. In making your response, please keep in mind the following guidelines:

> A rating of 7 would indicate that the item is an excellent description of the program.
>
> A rating of 1 would indicate that the item does not describe the program at all, or to such a small degree as to be negligible.
>
> A rating from 2 through 6 would indicate various points between the two extremes.

For each item, circle the most appropriate number.

Examples of rating:

a. Item 1 on the Observation Scale is "At the time of observation, the students are working on different tasks." If you feel that only some of the students appear to be working on different tasks, with the majority doing the same thing, then your response is "3" and you would circle "3" to the left of Item 1. However, if, as you observe in the room you have decided that just about every student is working on a different task, your response would be "7", and you will circle that number to the left of that item.

b. For some items, the response may seem to be limited to "yes" or "no", for example Item 16. Any "no" response is a rating of "1". However, a "yes" response has a different value to the degree that behavior appears to be in evidence.

c. Some items may not be immediately answerable but the user is urged to make every effort to "dig it out."

All items must be scored; nothing should be left blank. Only if an item, after intense search, cannot be rated, then may it be left blank.

General Instructions (continued)

5. Complete the sections in order. In each section begin with the first item. If you cannot respond immediately to an item you may skip it and return to it within the time period allotted to that section.

Specific Instructions

This scale may be either administered by someone in the program or an outside evaluator. If it is to be self-administered, follow the instructions head "Self-Administration." If it is to be administered by an outside evaluator, follow the instructions headed "Instructions to Outside Evaluator."

Instructions for Self-Administration

Section 1. Observation

a. Select a 45-minute time period which you feel is representative of your program.

b. Make a judgment on each item according to the "General Instructions" above as you think an outside observer might view the program during that period. Some items (5, 8, 12, 25) may require a judgment as to how you, the teacher, would behave if actually working in the program (rather than observing).

Section 2. Student Interview

a. If possible, use the time following Section 1 to complete this section.

b. As a teacher, you are obviously familiar with your program and will be able to respond to these items with a minimum of student questioning. However, as you score each item try to imagine the responses your students would give to a visitor who was asking questions. Thus, for example, how do you think your students would respond to an outsider who asked, "How are the day's activities planned?" (Item 28), or "Does the teacher let you choose things to do when your work is finished?" (Item 29). The closer you come to predicting actual student responses, the more your score would tend to agree with an outside evaluator's rating.

Section 3. Teacher Response

This section is designed to elicit information that is available only from the teacher. It is to be responded to in the same manner as you did for the previous sections.

Instructions to Outside Evaluator

Section 1. Observation

a. Have the teacher select a 45-minute time period which he feels is representative of the program.

b) While in the room, make a judgment on each item according to the "General Instructions" above. Base your response on what you actually observe during the time period . Divide the observation period into two parts. First, move around the room and observe the program in operation before responding to any of the items. Then select a quiet spot and answer as many items as you can. Continue the observation, roving around the room as needed in order to respond to the remaining items.

Section 2. Student Interview

This section is designed to elicit information about the program which may not be readily observable.

a. Use the 30-minute period following Section 1 to complete Section 2.

b. Walk around the room sampling students' responses in order to answer Items 25-39. Items should be paraphrased to make the interview relaxed and in language appropriate to the maturity of the students. Ask each student you sample several questions. Before rating any one item, be sure that you have talked with at least three students concerning that particular item.

c. Rate the items in any order which is most efficient for you.

Section 3. Teacher Response

This section is designed to elicit information that is available only from the teacher. It is to be completed by the teacher as described in the General Instructions.

PROJECT INDIVIDUALIZED INSTRUCTION
201 Sunrise Highway, Patchogue, N.Y. 11772

INDIVIDUALIZED INSTRUCTION SCALE
FEBRUARY 1974 REVISION

Scale administered by: _____ Date: _____

School and Program Name: _____

District: _____ Teacher(s): _____

How to score:

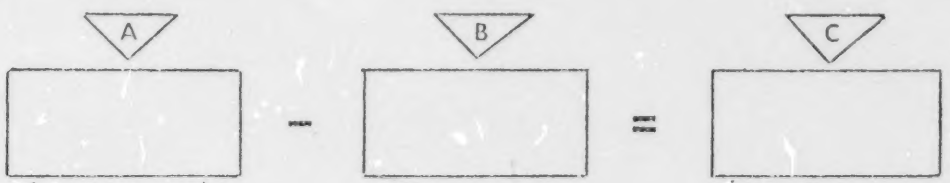
1) Scan the 70 responses to make certain that there are no omitted items. If an item has been omitted, draw a line through all the numbers for that item so that no credit will be allowed for the item scoring.

2) Count the number of items which have been answered, omitting any item through which a line has been drawn. Place the number of items answered in the two boxes labeled "B" below. (If all the items have been answered, enter "70" in these boxes.)

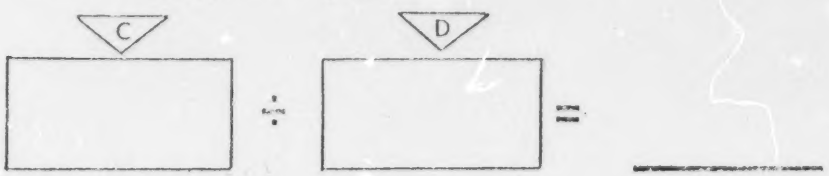
3) Find the sums of the circled scores on each page. Enter the sum in the appropriate space at the bottom of the page.

4) To find the ITEM SUMS, add the totals for the three pages and enter in box "A".

5) Perform the following computations to obtain a "Corrected Raw Score" (C) and a "Scale Potential" (D).



6) To obtain the PROGRAM SCORE, divide Corrected Raw Score (C) by the Scale Potential (D), round to two decimal places, then multiply by 100. Enter below and in the appropriate space.



PROGRAM SCORE

Section A - OBSERVATION

Respond to items 1-25 to the extent they reflect the program at the time of observation.

1	2	3	4	5	6	7	1. At the time of observation, the students are working on different tasks.
1	2	3	4	5	6	7	2. Reading materials of varying levels of difficulty are available in the classroom.
1	2	3	4	5	6	7	3. Classroom furniture is arranged informally.
1	2	3	4	5	6	7	4. Students gather necessary materials for a given task.
1	2	3	4	5	6	7	5. Teachers interact with individual students while they are working.
1	2	3	4	5	6	7	6. Students have free access to materials and equipment.
1	2	3	4	5	6	7	7. Different materials are in use simultaneously.
1	2	3	4	5	6	7	8. Teacher spends little instructional time maintaining order.
1	2	3	4	5	6	7	9. Peer teaching occurs in the classroom.
1	2	3	4	5	6	7	10. Students work without direct supervision.
1	2	3	4	5	6	7	11. Students freely initiate conversation.
1	2	3	4	5	6	7	12. Teacher moves among the students keeping their work under surveillance.
1	2	3	4	5	6	7	13. There is little non-productive student behavior (daydreaming, goofing-off, etc.)
1	2	3	4	5	6	7	14. Students use interest areas in the room.
1	2	3	4	5	6	7	15. Students move around the room freely.
1	2	3	4	5	6	7	16. Students locate sources of information without asking teachers.
1	2	3	4	5	6	7	17. Instructional materials of varying levels of difficulty are available.
1	2	3	4	5	6	7	18. There is equipment (hardware) in the classroom (e.g., A.V. or any specialized equipment) appropriate to the subject.
1	2	3	4	5	6	7	19. Classroom organization is flexible (e.g., grouping, scheduling).
1	2	3	4	5	6	7	20. Informal student groups are observed.
1	2	3	4	5	6	7	21. Students begin activities without being told to do so by the teacher.
1	2	3	4	5	6	7	22. Students interact with adults other than the teacher.
1	2	3	4	5	6	7	23. Different instructional strategies (e.g., reading, discussion, writing, etc.) are in use simultaneously.
1	2	3	4	5	6	7	24. Students cooperate with each other in non-academic activities.
1	2	3	4	5	6	7	25. Teacher instructional time is devoted to working with individuals or groups less than seven students.

Page Total _____

Section B - STUDENT INTERVIEW

Interview several students before recording your responses to items 26 - 46. Paraphrase the items when necessary.

1	2	3	4	5	6	7	26. Students have task agreements (i.e., contracts, formal or otherwise).
1	2	3	4	5	6	7	27. Students have latitude in selection of tasks.
1	2	3	4	5	6	7	28. Students schedule their work for a given block of time.
1	2	3	4	5	6	7	29. Students are free to choose activities outside of their required work.
1	2	3	4	5	6	7	30. Students are encouraged to voice opinions.
1	2	3	4	5	6	7	31. Students are free to rearrange the room furniture and equipment.
1	2	3	4	5	6	7	32. Students may change their seats whenever they wish.
1	2	3	4	5	6	7	33. Students decide with whom they will work.
1	2	3	4	5	6	7	34. Students are permitted to continue or expand upon a task which interests them.
1	2	3	4	5	6	7	35. Students move around the building freely.
1	2	3	4	5	6	7	36. Students have access to the school library.
1	2	3	4	5	6	7	37. Students ask to be evaluated.
1	2	3	4	5	6	7	38. Students choose how they will be evaluated (e.g., by exam, talk, report, project, etc.).
1	2	3	4	5	6	7	39. Evaluations or tests are administered to one student at a time.
1	2	3	4	5	6	7	40. The results of tests are interpreted to each student.
1	2	3	4	5	6	7	41. Students maintain, or have access to, records of their own progress.
1	2	3	4	5	6	7	42. Students can give an account of what they plan to learn.
1	2	3	4	5	6	7	43. Objectives are explained to each student.
1	2	3	4	5	6	7	44. Students are permitted to select their own objectives within the context of their studies.
1	2	3	4	5	6	7	45. Student and teacher jointly develop goals.

Page Total _____

Section C - TEACHER RESPONSE

This section of the scale is to be completed by the teacher. Indicate your responses as described in the General Instructions.

1	2	3	4	5	6	7	46. There are different "passing grades" for different students.
1	2	3	4	5	6	7	47. The decision to assign new work to a student is based upon an evaluation of his progress, not on the progress of the class.
1	2	3	4	5	6	7	48. Different tests are constructed for different students.
1	2	3	4	5	6	7	49. Students score their own work.
1	2	3	4	5	6	7	50. Samples of each student's work are kept on file.
1	2	3	4	5	6	7	51. It is probable that a given student's permanent record folder has been reviewed recently.
1	2	3	4	5	6	7	52. Records provide a detailed chronicle of student progress.
1	2	3	4	5	6	7	53. Records include considerable data on characteristics other than academic (e.g., interests, needs, etc.).
1	2	3	4	5	6	7	54. Students operate all of the available equipment themselves.
1	2	3	4	5	6	7	55. The schedule of activities for students is flexible.
1	2	3	4	5	6	7	56. When there are similar objectives for individual students, different sequences of activities are followed to achieve them.
1	2	3	4	5	6	7	57. In the typical classroom situation, different instructional techniques would be in use at the same time.
1	2	3	4	5	6	7	58. There are regular consultations with individual students to plan future instructional activities.
1	2	3	4	5	6	7	59. There are conferences with students to discuss matters other than academic achievement.
1	2	3	4	5	6	7	60. There are contacts (viz., PTA, phone, meetings, etc.) with most of the children's parents other than those scheduled by the school.
1	2	3	4	5	6	7	61. Students can tell how far they have advanced toward achieving their objectives.
1	2	3	4	5	6	7	62. Written objectives form the major basis for the selection of instructional activities.
1	2	3	4	5	6	7	63. Different objectives are identified for individual students.
1	2	3	4	5	6	7	64. Objectives for each student are reviewed and revised regularly.
1	2	3	4	5	6	7	65. The importance of achieving a particular goal differs for each student.
1	2	3	4	5	6	7	66. Students move through programs (i.e., reading or math) at different rates.
1	2	3	4	5	6	7	67. Objectives are behaviorally stated.
1	2	3	4	5	6	7	68. Students are involved in the development of objectives.
1	2	3	4	5	6	7	69. Students may choose alternative ways of satisfying the academic objectives.
1	2	3	4	5	6	7	70. There are teacher-made materials, devices, etc. in the room.

Page Total _____